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ABSTRACT

Western Kentucky University is engaged in testing an evaluation system designed to obtain objective, quantifiable data on graduates of its teacher education program. Each year 20 elementary and 20 secondary participants are randomly selected at the beginning of their student teaching experience. Participants are observed during their preservice student teaching and at the end of their first, third, and fifth years as practicing teachers. Instruments used for data collection are five general types: questionnaires, personality scales, rating scales, direct classroom observation systems, and transcripts of grades. At the end of each data collection period, all information is placed on computer disc and a continuing data base is maintained. Appropriate statistics are computed and made available for study by faculty. To date, 2 years of data collection have been completed and planning for a third is now in progress. Seventy-eight student teachers and 22 practicing teachers have been studied in 70 different schools in Kentucky. Descriptive statistics are available for approximately 230 measured variables. (Author/HMD)

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WESTERN KENTUCKY UNIVERSITY

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TEACHER PREPARATION EVALUATION SYSTEM

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CASE STUDY

PREFACE

Western Kentucky University has embarked upon a careful and scholarly investigation of one of the most challenging problems facing teacher education today, that of actually evaluating the competency of the people it is sending into the profession. It is suggested that this evaluation may very well be a "first" for colleges of teacher education, for while many efforts have been made to evaluate by opinionaire or survey, this is a systemic effort based on performance criteria.

As one reads the Western Kentucky University Teacher Preparation Evaluation Model described herein, it should be kept clearly in mind that this is a unique effort to accomplish an objective which has proven elusive to all who have attempted to systematically evaluate teaching behavior. It is recognized that the model has many imperfections and that it is, as we have described, a model which can and should be modified and revised until it, or some subsequent model, effectively serves the evaluation needs of teacher education.

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SECTION I: INTRODUCTION

The Problem

A review of current educational literature leaves little doubt about the importance of evaluating teacher education programs. Professional educators at all levels are requesting that teacher preparation programs be evaluated, and that pertinent research be conducted to improve teacher competency. The questions being asked require colleges to measure the effectiveness of teacher preparation by the only real criterion -- the quality of young teachers who are being provided for the profession.

This problem has been emphasized in the Recommended Standards for Teacher Education (8, p.12). Standard 5.1 states, "The institution conducts a well-defined plan for evaluating the teachers it prepares." In explaining this standard, the authors report, "The ultimate criteria for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively." Sandefur (6), in a study of twelve institutional cases reviewed by the NCATE Evaluation Board, found that more questions were asked about evaluating teachers than any other topic.

While limited research has been conducted in teacher evaluation, further exploration in this area seems to be

warranted. Sandefur and Bressler (7, p.1) have stated, "Until recently, no generally acceptable system has existed for the study of teaching behavior. As a consequence, the teaching profession has lacked even a uniform terminology to describe teaching, and the evaluation and study of teaching has depended primarily upon the value judgments of the observer." Stiles and Parker (9, p.1418) have suggested that empirical studies are few in number. They state, "Evaluation of entire teacher education programs, or even segments of programs, is spotty and inadequate." Overing (4, p.13), in a summary of research related to the evaluation of teacher preparation graduates, has stated, "Perhaps it will be of some use [his summary] if it brings to our attention the fact that while many writers have advocated the approach to evaluation now suggested in the Recommended Standards, almost no one has attempted it."

Theoretical Model

At the request of the American Association of Colleges for Teacher Education (AACTE) Commission on Standards, Sandefur (6) authored a monograph entitled, An Illustrated Model for the Evaluation of Teacher Education Graduates. This model has provided a systematic approach for evaluating teacher education programs. It allows for the improvement of such programs and meets the spirit intended by Standard 5.1 of the Recommended

Standards (8). Sandefur proceded from two positions: (a) there is sufficient evidence, supported by research, from which generalizations on good teaching and good teachers can be drawn; (b) instruments already exist which enable systematic evaluation of the product of teacher preparation programs.

After extensive review of relevant research, Sandefur (6, p.4-8) suggests three basic generalizations which describe good teaching and good teachers:

1. Good teaching utilizes maximal involvement of the student in direct experimental situations....

   . Good teachers attempt to foster problem-oriented self directed, actively inquiring patterns of learning behavior in their students.

   . Good teachers elicit pupil-initiated talk and allow more pupil-initiated exploration and trial solutions.

   . When teachers try to elicit independent thinking from their students, they get it.

   . Good teachers involve students in decision-making processes in active, self-directing ways.

   . Teachers who are interested in student involvement are less prone to dominate the classroom with lecture and other teacher activities.

2. Good teaching encourages maximal "freedom" for the student....

   . Good teachers use significantly more praise and encouragement for the student.

   . They accept, use, and clarify students' ideas more often.

   . They use a relaxed, conversational teaching style.

- They give fewer directions, less criticism, less justification of the teacher's authority, and less negative feedback.

- They use more divergent questions, do more probing, and are less procedural.

- They are more inclined to recognize the "affective climate" of the classroom and are responsible to student feelings.

- Teachers with low dogmatism scores are more likely to use indirect methods than those with more closed-minded attitudes.

3. Good teachers tend to exhibit identifiable person traits broadly characterized by warmth, a democratic attitude, affective awareness, and a personal concern for students....

- Good teachers exhibit characteristics of fairness and democratic behavior.

- They are responsive, understanding, and kindly.

- They are stimulating and original in their teaching.

- They are responsible and systematic.

- They are poised and confident, and emotionally self-controlled.

- They are adaptable and optimistic.

- They are well-versed in subject matter and give evidence of a broad cultural background.

In addition, Sandefur recommended an objective and systematic model for evaluating the product of teacher preparation programs in light of the above generalizations. The instruments described in his evaluation model were chosen for their proven worth as research tools and how well they related to these

generalizations. He further suggested that teachers be evaluated while engaged in student teaching as well as after they enter the teaching field. (Sandefur's monograph is included with this report as a supporting document.)

Initial Development of the Western Kentucky University Model

In the fall of 1971, Western Kentucky University developed a model to evaluate its teacher preparation programs. Dr. Ronald D. Adams, Assistant Professor of Educational Research was designated project director. Concurrently Dr. J. T. Sandefur, then Dean of Western's Graduate College was preparing his monograph for AACTE. Through preliminary discussions, Dr. Sandefur and Dr. Adams decided that Western would test the feasibility of Sandefur's Illustrated Model.

Initial planning involved consultation with Western's academic administrators and the faculty of Western's College of Education. Advice on the purpose and procedures for conducting the project led to a formal proposal, based largely on Sandefur's model, which was submitted to the Dean of the College of Education, the Vice President for Academic Affairs, and the President of Western.

This proposal was accepted and resources were allocated for data collection to begin in the Spring Semester, 1972.

Objectives

There are two general objectives of Western's Teacher Preparation Evaluation System:

1. To improve the teacher preparation programs through a data collection, analysis, and reporting system based on evaluation of the product.

2. To test the feasibility of implementing a theoretical model of the scope and nature suggested by Sandefur (6).

SECTION II: PERSONNEL AND FINANCIAL RESOURCES

In the spring of 1972 the University budget provided one-half of the salary for the project director to plan, administer and conduct the study. One full-time graduate student was employed to assist the project director, and another faculty member and one graduate student were brought in on a limited basis to help in data collection. Other expenditures included travel, consultants, secretarial, and computer costs.

Continuation of the project for fiscal year 1973 was aided by a grant of approximately $9,700 made on the basis of a proposal submitted to the USOE regional office in Atlanta, under a competitive small grant program. This money was utilized to employ two graduate assistants and provide consultant fees and other operational costs. However, the University continued its support by providing one-half of the project director's salary, one graduate assistant, secretarial help, and a portion of the travel expenses. For 1974 the University has assumed the full cost of this program which totals approximately $20,000.

In addition to the staff required for actual data collection, faculty from the Department of School Administration, Counselor Education, and Computer Services have been used in supporting roles. School Administration faculty members obtained permission from public school officials and teachers

for observers to enter classrooms to collect data. Counselor Education faculty helped in the administration and scoring of selected personality tests. Personnel from Computer Services assisted the project staff in data analysis.

SECTION III: THE EVALUATION MODEL

Introduction

Western's evaluation system is designed to assess its teacher preparation program systematically and objectively. The model provides for a sample of students to be selected each year and then followed in subsequent years as they continue to teach. Participants are first observed as undergraduate student teachers, and again at the end of their first, third, and fifth years of teaching. Each year begins a new cycle of the evaluation and each cycle consists of four phases. Phase I concentrates on evaluating the student teacher and subsequent phases evaluate the same participants as practicing teachers. The following chart illustrates this procedure:

	1972	1973	1974	1975	1976	1977	1978
CYCLE I	PHASE 1	PHASE 2		PHASE 3		PHASE 4	
CYCLE II		PHASE 1	PHASE 2		PHASE 3		PHASE 4
CYCLE III			PHASE 1	PHASE 2		PHASE 3	
CYCLE IV				PHASE 1	PHASE 2		PHASE 3

Western has completed Phase 1 and Phase 2 of Cycle I and Phase 1 of Cycle II. Preparations are presently being made to collect data for Phase 2 of Cycle II and Phase 1 of Cycle III during Spring Semester, 1974.

Selection of Participants

The population from which participants are drawn is defined on the basis of the following four criteria. The student:

1. Will enter practice teaching during the second bi-term of the Spring Semester, 1972.
2. Plans to teach in Kentucky during the 1972-73 school year.
3. Must have been a resident of Kentucky at least one year prior to entering Western Kentucky University.
4. Must agree to voluntarily participate in this study.

These criteria were chosen to make feasible the future follow-up of participants. Further, voluntary participation was deemed necessary due to the extensive amount of data requested and the continued cooperation which will be required for subsequent collections.

From this population a stratified random sample of forty participants is taken annually. Stratification is based on the type of certification sought, elementary or secondary, with twenty subjects from each stratum being randomly selected. This procedure, followed each year, comprises Phase 1 of each cycle.

Participants for Phase 2 of each cycle are Phase 1 participants who become employed as Kentucky teachers the academic

year following their student teaching. Information concerning participants' teaching status is obtained each year during September and October. Participants for Phase 3 and Phase 4 are teachers who served as participants for Phase 2. By the end of Cycle VI the maximum number of participants to be evaluated in any one year may reach 160. However, it is doubtful that this number will be attained due to participant attrition.

At present 78 student teachers have been observed in Phase 1 of Cycle I and Cycle II and 22 first year teachers in Phase 2 of Cycle I. More than 200 observations have been made in 70 schools throughout 25 counties. Appendix A illustrates the number of participants and their approximate location for each phase of data collection completed.

Instrumentation

Instruments and records used for data collection consist of five general types: a questionnaire, a personality scale, rating scales, direct classroom observational systems, and transcripts of grades. These instruments were selected on the basis of their (a) merit as a research tool, (b) contribution of the data obtained to the objectives of the study, (c) ease of administration, and (d) availability for obtaining the required data. The following discussion is a description of each instrument utilized to collect data for this study.

Career Base Line Data Questionnaire

A questionnaire was prepared by the project director to obtain career base line data not readily available from other sources. Items were included that provided information concerning demographic data, professional data, and participation in school and professional activities. "Fill-in-the-blank" and "check-the-appropriate-response" type of items were constructed to facilitate participant completion of the questionnaire. This information was obtained while the participants were in the preservice program and updated again at the end of their first year of teaching. Appendix B contains a copy of this instrument.

Transcripts of Grades

Complete transcripts for each participant were obtained from the Registrar's Office at the end of the spring semester. Grade point averages (GPA) were computed for the participants' major(s), minor(s), professional education course work, and grade point average (4.0 scale). Their student teaching grades were recorded but were not included in the professional preparation course work GPA.

Personality Scales

The F-scale, forms 45 and 40, was developed by Adorno and others (1) to measure individual prejudices and antidemocratic tendencies. This twenty-eight item scale refers to opinions regarding a number of social groups and issues. Reliability of

the F-scale was determined by Adorno (1) as .90. A copy of the F-scale, forms 45 and 40, is found in Appendix B.

Rating Scales

Teacher Evaluation by Peer/Supervisor

Each participant's cooperating teacher completes the Evaluation by Peer/Supervisor, a rating form derived from faculty evaluation forms designed at Kansas State Teacher's College (6). This form allows cooperating teachers to rate subjects concerning three matters of administrative decisions and four areas of teacher behavior. Sandefur (6) has suggested this form be used as a means of collecting rating data on teaching behavior as there appears to be no available validated form for obtaining such data. A copy of this form is found in Appendix B.

Student Evaluation of Teaching

The Student Evaluation of Teaching (SET), developed by Veldman and Peck (10), was utilized to obtain ratings from pupils concerning five dimensions of teaching behavior. Veldman (10) describes these dimensions as:

"1. Friendly and cheerful

2. Knowledgeable and poised

3. Lively and interesting

4. Firm control (discipline)

5. Non-directive (democratic procedure)"

The SET was derived from the Pupil Observation Survey Report (POSR) developed by McClain (10). The reliabilities obtained on the POSR, a thirty-eight item instrument, were, respectively .92, .72, .91, .81, and .89. Veldman (10) found that a ten item instrument, SET, could be used to obtain ratings that were highly correlated with ratings obtained from the POSR. These correlations were .91, .87, .77, .91, and .78 respectively.

Veldman (10) found the SET could be used as low as grade three if questions were read and explained by the test administrator. Data from this instrument were obtained from pupils of subjects teaching grades three and above. Appendix B contains a copy of this instrument.

Teacher Preparation Evaluation Inventory

The Teacher Preparation Evaluation Inventory (TPEI) was developed to obtain data pertaining to participants' ratings of various components of their preparation program. The TPEI was developed by the project director and personnel from the Central Midwestern Regional Education Laboratory (CEMREL). This instrument consists of fifty-four items measuring various aspects of the teacher preparation program and five open ended questions allowing students to relate supplementary information. Appendix B contains a copy of this form.

Direct Classroom Observational Systems

Classroom Observation Record

The Classroom Observation Record, developed by Ryans (5) is used to assess four dimensions of pupil behavior and eighteen dimensions of teacher behavior. Each dimension of pupil and teacher behavior is carefully described and defined in a glossary accompanying the recording form. A seven scale interval is used to rate each of the pupil and teacher behavior dimensions with an "N" category for dimensions not observed. (The "N" category was not utilized in this study.) The observers circle the appropriate rating for each dimension immediately after each observation period. An example of this form and glossary is given in Appendix B.

Interaction Analysis

A fourteen category interaction analysis system is utilized to record observed classroom behavior. This system was suggested by Sandefur (6) and is a combination of Flander's (2) and Hough's (3) systems of interaction analysis. Nine categories of teacher talk, two categories of student talk, and three non-verbal categories are utilized by observers to record classroom behavior. The observer records a numerical value corresponding to a particular category every three seconds or every time the category changes. Thus, an objective record is obtained of the verbal interaction occurring in the classroom. Two twenty minute observations per participant are recorded for this study.

Frequencies for each category are tallied and a 14 x 14 matrix is determined for statistical treatment. Ten measures of classroom behavior are obtained from the data collected by interaction analysis. Appropriate categories are combined and ratios computed to obtain the following measures:

1. i/d = indirect to direct ratio = categories 1, 2, 3 divided by categories 7, 8, 9.

2. I/D - indirect to direct ratio = categories 1 through 5 divided by categories 6 through 9.

3. ST/TT = student talk to teacher talk = categories 10, 11 divided by categories 1 through 9.

4. Sil/Tot = ratio of silence to total = categories 12, 13, 14 divided by total of categories.

5. Lec/Tot = Lecture to Total = category 6 divided by total of categories.

6. TT/tot = Teacher Talk to Total = categories 1 through 9 divided by total of categories.

7. ST/Tot = Student Talk to Total = categories 10, 11 divided by total of categories.

8. SQ/SR = Student Question to Student Response = category 11 divided by category 10.

9. i/Tot = Indirect to Total = categories 1, 2, 3 divided by total of categories.

10. d/Tot = Direct to Total = categories 7, 8, 9 divided by total categories.

A copy of this interaction analysis glossary is given in Appendix B.

Training of Observers

A team of four observers is required to collect data each year. Although teams may vary, the project director is a permanent member of all observational teams. Training is conducted in a similar fashion each year. A three day intensive training session is held approximately six weeks prior to the beginning of each data collection by an outside consultant employed to train observers in the use of interaction analysis and the Classroom Observation Record. Bi-weekly practice sessions are held subsequently to improve observation techniques. Audio tape recordings, video tape recordings, films, and live observations are utilized during the training. Periodically observers are tested for reliability. The final check for inter-observer reliability is made by viewing standard video tapes and films one day prior to classroom observation. The minimum reliability coefficient acceptable is .75.

Collection of Data

Initial data are collected for Phase 1 during a special meeting attended by participants, project director, graduate assistants, and a faculty consultant from the Counselor Education Department. This meeting is held prior to the participants' involvement in student teaching. Student teachers are notified by letter of their selection as participants and of the

meeting arrangements. Those unable to attend the meeting are contacted by telephone and individual appointments are scheduled to obtain required data.

A detailed explanation of the procedures of the project is presented to the participants and a question and answer period follows. During the presentation of procedures, it is stressed that all individual data will be kept in strict confidence. Participants are again asked verbally if they will engage in the project.

The initial data collection includes the administration of the Career Base Line Data Questionnaire and the F-scale. Questions pertaining to items in the questionnaire are answered by the project director or research assistants. The F-scale is administered by a faculty consultant from the Counselor Education Department.

Procedures for completing these instruments are explained and subjects are requested to be honest in their responses. The initial data are placed in files and stored until all data for that phase have been collected.

Schedules are made to allow for observers to visit participants twice during a two week period. Observations are made at the end of the student teaching period for pre-service participants and near the end of the school year for in-service participants. Both observations are made of the same class and

at the same time of day. A twenty minute interaction analysis recording and rating from the Classroom Observation Record are obtained at each observation.

The Student Evaluation of Teaching is administered at the second observation period to pupils being taught by participants. Additionally the Teacher Evaluation by Peer/Supervisor is completed by cooperating teachers of pre-service participants and by peers and supervisors of in-service teachers.

Each participant is asked to complete the Teacher Preparation Evaluation Inventory during the interval between observations. After all instruments have been collected and scored this data is placed in the participants' individual files to await transfer to computer cards. All files are placed in locked cabinets to insure confidentiality.

SECTION IV: ANALYSIS AND DIFFUSION OF DATA

Management of Data

Information obtained from data collection is placed on computer cards, verified and eventually stored on computer discs. Due to the magnitude and complexity of the dataset, and the need for each dataset to have individual integrity, the Osiris data management system developed by the University of Michigan, is utilized.

Appropriate computer programs are applied to obtain descriptive statistics for variables measured in Western's evaluation model. Correlation and analysis of variance techniques to include regression analysis and repeated measure designs are also employed to study data.

Diffusion and Utilization of Data

University faculty concerned with teacher preparation have access to summary descriptive statistics on each variable measured to include means, standard deviations, and frequency distributions. Correlation matrices and results from other analysis techniques as well as summary data are then made available in computer printout form as soon as possible after all data have been collected. This information is later contained in annual reports and copies are furnished to concerned

departments within the University.

While summary data and selected other data analyses are provided, the quantity and type of data collected does not feasibly allow, nor logically call for, all possible comparisons or relationships to be studied. Rather it is the intent of this evaluation program to provide a data base from which information concerning the product of Western's teacher preparation program may be studied. Faculty are encouraged to study annual reports and computer print outs and make decisions concerning further analysis of data that they deem important. Thus, an ever increasing data base exists from which independent investigations, initiated by faculty, may be made to study the products of Western's teacher preparation programs.

An evaluation committee comprised of representatives from each of the administrative areas within the College of Education has the responsibility of coordinating the study and utilizing the information gained from Western's Evaluation System. Each department is asked to prepare a written response to each annual report to include:

1. Usefulness of data presented for decision making regarding curriculum development.
2. Addition or deletion of variables to be considered the following year.
3. Reports of independent and collective investigations by faculty.

4. Recommendations for modifications of, or changes in, the preparation programs to bring about desired outcomes in the product of Western's Teacher Preparation Program.

These responses are submitted to the office of the Dean of the College of Education for review.

Examples of Data Analysis

A complete presentation of existing data and statistical treatment of data would be too voluminous for reporting in this document. Approximately 230 items of information have been collected on each participant during each phase. Numerous discriptive and inferential statistics have been calculated and more are being requested as faculty become increasingly involved in the program.

The following examples are chosen to illustrate some of the techniques used to study data. The analyses presented here deal only with selected variables and rather basic statistical techniques.

Example One

Demographic data have been presented in both tabular and graphic form. Figure 1 illustrates measurements of five variables obtained from Phase 1 of Cycle I and Phase 1 of Cycle II. This information was gathered from the Career Base

FIGURE 1

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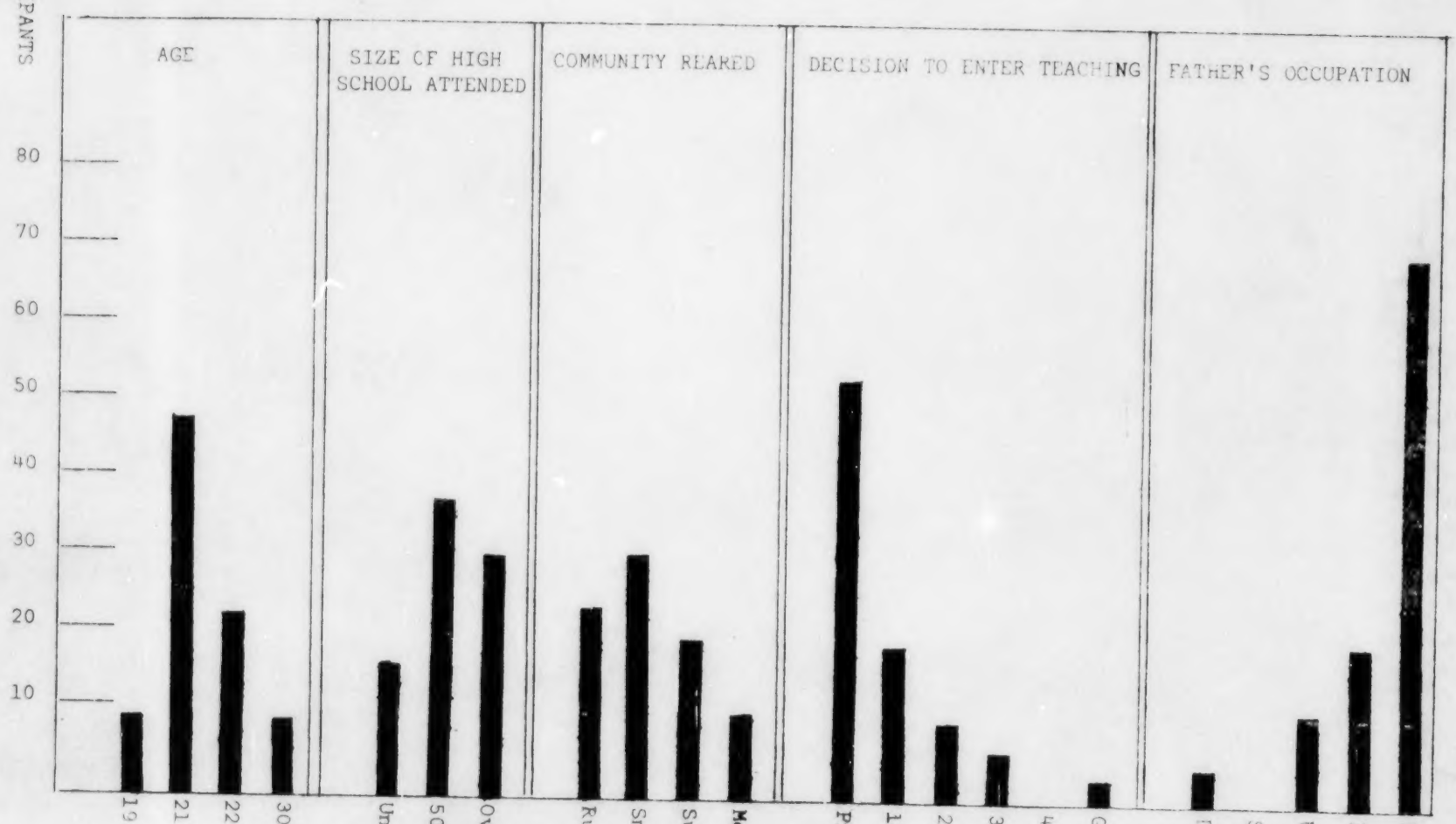
DEMOGRAPHIC DATA OF TOTAL SUBJECTS (N=78)
Information obtained from Phase I of Cycle I and II



Line Data Questionnaire. Data on these variables may aid faculty in identifying the demographic characteristics of students in the teacher preparation programs. For example it can be observed that most of the students decided to enter the teaching profession prior to attending college. This information dispells the belief held by some that students pursue teacher education as a second thought after entering college.

Example Two

At present there are ten correlation matrices, each containing approximately 800 correlation coefficients, available for study by faculty. An example of these correlation matrices can be found in the First Annual Report included as a supporting document in this presentation.

Table 1 contains a matrix that was taken from one of the larger matrices and is an example of how relationships among variables may be studied. Items from various instruments were chosen on the basis of their measurement of directive or non-directive classroom procedure. The data from Phase 1 of Cycle I and Phase 1 of Cycle II were combined to form the data set for these correlations. Since data have indicated that secondary and elementary participants are hetrogenious groups, correlations were computed separately. The top coefficient in each cell represents the correlation for elementary subjects while the bottom coefficient represents correlation of secondary

TABLE 1

Correlation Matrix for Phase 1 of Cycles I and II
Elementary and Secondary Participants*

	1	2	3	4	5	6	7	8	9	10	11	12
1. SET 5-10		-.34	.03	.24	.28	.58	.32	-.22	-.36	-.15	.37	.56
Non-Directive		.36	.19	.09	.22	-.12	.03	-.25	.01	.12	.02	-.10
2. F-scale			-.07	-.08	-.31	-.07	.05	.05	.12	.17	-.07	-.46
Antidemocratic			.12	-.09	-.05	-.25	.04	.11	-.07	-.06	-.14	-.09
3. COR 6				.75	.73	.28	.30	-.13	.00	.15	.13	.29
Autocratic/Democratic				.71	.76	-.03	.06	-.41	-.21	-.12	.07	.06
4. COR 7					.60	.32	.27	-.30	-.14	-.05	.00	.39
Aloof/Responsive					.71	.30	.14	-.39	-.03	.14	.04	.10
5. COR 19						.38	.40	-.18	-.19	.00	.27	.33
Inflexible/Adaptable						.27	.14	-.44	-.13	.04	.27	.15
6. i/d							.69	-.51	-.03	.20	.48	.26
Indirect/Direct							.14	-.34	-.12	-.10	.41	.19
7. ind/tot								.00	-.05	.21	.12	.22
Indirect/Total								-.10	-.07	.23	-.10	.37
8. dir/tot									-.04	-.11	-.47	-.16
Direct/Total									.07	-.09	-.52	.00
9. ST Tlk/T Tlk										.91	-.41	-.25
Student/Teacher Talk										.81	-.36	-.03
10. St Tlk/Tot											-.34	-.24
Student Talk/Total											.06	.13
11. Lec/Tot												.07
Lecture/Total												.25
12. TEPS 2												
Relations with students												

*Note: The correlation coefficients in each cell represent the relationship for Elementary and Secondary participants, respectively. Elementary N = 40, critical value at .05, r = .31
Secondary N = 38, critical value at .05, r = .32

subjects.

A brief interpretation of selected aspects of this matrix follows:

1. When SET 5-10 was correlated with the F-scale an r of -.34 was obtained for elementary and an r of .36 for secondary. The former correlation coefficient while not high is statistically significant and indicates that there probably exists a negative relationship between authoritian personality and student's perception of the teacher's use of student's ideas. However, the latter coefficient, .36, obtained from secondary subjects, indicates the opposite relationship exists. That is, pupils tended to rate low those teachers who had low dogmatism scores.

2. A significant moderately high correlation was found for elementary teachers between SET 5-10 and i/d ratio indicating that students tend to rate higher those teachers who demonstrate indirect teaching behavior.

3. Another moderately high relationship (.56) was found between SET 5-10 and TEPS 2. This indicates that cooperating teachers' ratings of student teachers as to "student relations" correlate positively with pupil's ratings of student teachers as to "use of student opinions." The interpretation here could be that student teachers who were observed soliciting student opinions were rated high by cooperating teachers on the dimension "student relations."

4. In observing the correlations of other variables with direct teaching (d/total), it becomes evident many of the correlations are negative. While the strength of the relations vary from moderate to low, the direction of relationship is indicative that direct teaching is not a desirable practice.

Example Three

One of the areas in teacher education that has been of

concern to educators is the effect of teaching experience on quality of instruction. Questions such as, "Do teachers become better teachers with experience?" and "To what extent, if any, has teaching behavior changed as a result of one year of teaching experience?" are asked.

Data from Cycle I, Phases 1 and 2 were analyzed using a repeated measures statistical design to determine if significant difference could be detected for selected variables. The following tables present the analysis of data for two variables: The F-Scale and the Student Evaluation of Teaching.

TABLE 2

Summary Analysis of Data Obtained from F-Scale for Elementary and Secondary Subjects*

	Phase 1		Phase 2		F	P
	Mean	S.D.	Mean	S.D.		
1. Elementary	104.33	19.49	91.27	23.74	12.33	.01
2. Secondary	79.57	11.32	78.71	11.41	0.03	N.S.

*Note: The lower the value the more non-authoritarian the indication.

In Table 2 it can be observed that for elementary participants a significant difference occurred in response to the F-Scale. Participants tended to become less authoritarian after one year of teaching experience.

Table 3 displays information collected from the SET for elementary participants. While no significant difference was observed it is interesting to note that the direction of movement for each dimension was from high to low. This indicates that teachers may have regressed in pupil ratings after one year of teaching.

Much of the same discussion of Table 3 applies to Table 4. However, analysis of data obtained from the SET for secondary participants revealed a significant difference for the dimension of "Lively and Interesting." Thus, it may be surmised that secondary participants obtained lower pupil ratings for this dimension after one year of teaching.

In the interest of brevity and regard for the reader's time, additional presentation of data analysis and interpretation will not be made. The intent of this section has been to give an illustration of the way data is being studied. Additional analyses have been and are continually being made to further study data collected by this evaluation system.

TABLE 3

Summary Analysis of Data Obtained from
Student Evaluation of Teaching for Elementary Subjects

	Phase 1		Phase 2		F	P
	Mean	S.D.	Mean	S.D.		
1. Friendly and Cheerful	367.30	23.36	342.14	42.47	1.14	N.S.
2. Knowledgeable and Poised	349.90	20.03	325.50	28.61	4.30	N.S.
3. Lively and Interesting	343.80	21.46	322.14	48.12	1.17	N.S.
4. Firm Control	335.00	13.99	286.43	78.62	2.65	N.S.
5. Non-Directive (Democratic)	248.30	45.89	243.07	69.02	0.08	N.S.
6. Composite Score	332.78	12.85	303.86	47.18	2.43	N.S.

TABLE 4

Summary Analysis of Data Obtained from
Student Evaluation of Teaching for Secondary Subjects

	Phase 1		Phase 2		F	P
	Mean	S.D.	Mean	S.D.		
1. Friendly and Cheerful	343.42	38.17	320.71	51.62	4.72	N.S.
2. Knowledgeable and Poised	347.78	22.97	338.64	32.59	0.37	N.S.
3. Lively and Interesting	273.28	30.34	247.64	48.44	6.08	<.05
4. Firm Control	279.14	27.18	284.79	32.24	0.14	N.S.
5. Non-Directive (Democratic)	248.14	20.25	243.86	43.51	0.04	N.S.
6. Composite Score	298.54	15.57	296.37	36.57	0.05	N.S.

SECTION V: SUMMARY

Western Kentucky University's Teacher Preparation Evaluation Program has been an effort to field-test a theoretical model suggested in an AACTE publication entitled "An Illustrated Model for the Evaluation of Teacher Education Graduates." Both the theoretical model and the Western Kentucky field-test were the outgrowth of a National concern for the evaluation of teacher education graduates which, in itself, was a part of the overall press for accountability in teacher education. The concern for evaluation was given impetus by Standard 5.1 of the revised Recommended Standards for Teacher Education developed by an AACTE Committee and adopted and implemented by the National Council for Accreditation of Teacher Education in the fall of 1970. That standard specifically called for a systematic evaluation of the product of teacher education programs with provisions for feedback to the ongoing programs.

In the three years since the implementation of the new Revised Standards, hundreds of institutional cases presented to the NCATE Evaluation Boards and ultimately to the NCATE Council, have provided evidence that institutions have not known how to cope with the intent of Standard 5.1. The Western Kentucky University Teacher Preparation Evaluation Program has been an effort to demonstrate that a systematic

evaluation of demonstrable teaching behaviors can be accomplished. The model has been based on generalizations drawn from the research on what constitutes good teaching and good teachers. The data have been drawn from varied sources, but the primary source has been direct classroom observation systems including interaction analysis, the classroom observation record, and student evaluation. The data collection, storage, and retrieval also constitute a management model for the evaluation of teachers.

If the Western Kentucky University model has value for the numerous institutions seeking help in the evaluation of their product, this value would appear to be:

1. The identification of research-based generalizations on the qualities of good teaching and good teachers.

2. The identification of data collection instruments that have been tested through research and provide data on critical teaching behaviors.

3. The development of a management model for the collection, storage and retrieval of evaluative data that may be used for feedback and possible programmatic change.

4. The provision of evidence that the evaluative data can discriminate between the various levels of teaching performance.

5. The provision of an evaluation model based on performance criteria which can be used in the competency based teacher education programs being developed.

6. The provision of evidence that an institution, through its own resources, can effectively evaluate the product of its teacher education program.

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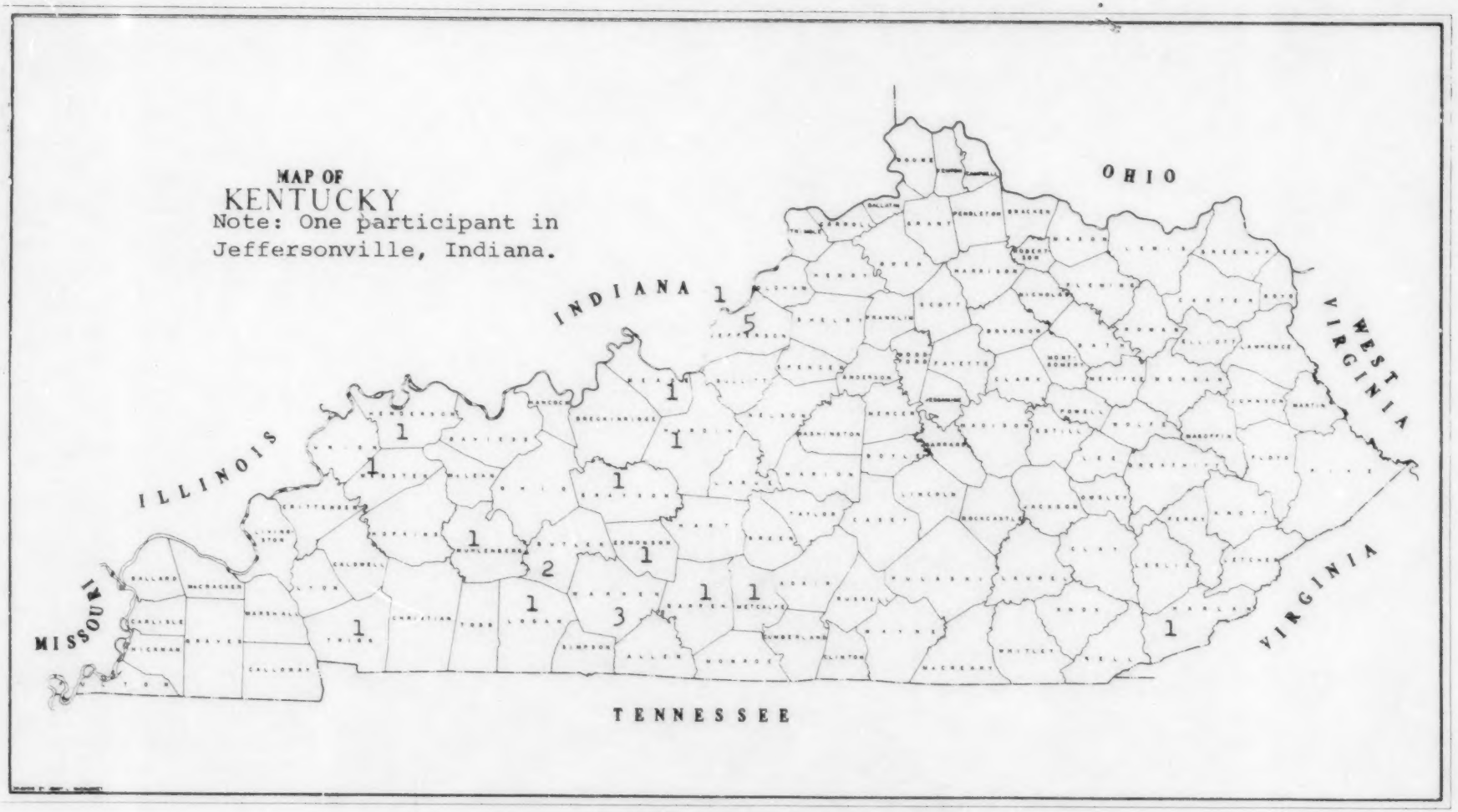
APPENDIX A

DISTRIBUTION OF PARTICIPANTS

Number of Participants
Per County Observed
For
CYCLE I PHASE I SPRING 1972

Number of Participants
Per County Observed
For
CYCLE I PHASE II Spring 1973

Number of Participants
Per County Observed
For
CYCLE II PHASE I Spring 1973



Number of Participants Per
County To Be Observed For
CYCLE II PHASE II Spring 1974

APPENDIX B

INSTRUMENTATION

Career Base Line Data Questionnaire
F-Scale: Forms 45 and 40
Teacher Evaluation by Peer/Supervisor
Student Evaluation of Teaching
Teacher Preparation Evaluation Inventory
Classroom Observation Record
Interaction Analysis

CAREER BASE LINE DATA QUESTIONNAIRE

A. BIBLIOGRAPHICAL DATA

1. Name _____
2. Age _____
3. Sex _____
4. Race _____
5. High school from which you graduated _____
6. Year _____
7. Home Address _____
8. Year Graduated from WKU _____
9. Subject major(s) _____
10. Subject minor(s) _____
11. Teacher education major: Elem. _____ Secondary _____
12. Marital status _____
13. Spouse's occupation _____
14. Father's occupation _____
15. Previous full time occupation(s) if any _____

    _____
16. Years of teaching experience _____
17. Do you intend to teach following graduation?

    immediately _____ at later time _____ no _____
18. When did you decide to enter the teaching profession?

    prior to entering college _____ during 1st year _____

    2nd year _____ 3rd year _____ 4th year _____ grad. school _____
19. In what type of community were you reared?

    rural _____ small town _____ suburban _____ metropolitan _____

F-SCALE: FORMS 45 AND 40

The following statements refer to opinions regarding a number of social groups and issues, about which some people agree and others disagree. Please mark each statement in the left-hand margin according to your agreement or disagreement as follows:

+1: slight support, agreement
+2: moderate support, "
+3: strong support, "

-1: slight opposition, disagreement
-2: moderate opposition, "
-3: strong opposition, "

____1. Obedience and respect for authority are the most important virtues children should learn.

____2. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.

____3. If people would talk less and work more, everybody would be better off.

____4. The business man and the manufacturer are much more important to society than the artist and the professor.

____5. Science has its place, but there are many important things that can never be understood by the human mind.

____6. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

____7. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

____8. What this country needs most, more then laws and political programs is a few courageous, tireless, devoted leaders in whom the people can put their faith.

____9. Nobody ever learned anything really important except through suffering.

___10. No sane, normal, decent person could ever think of hurting a close friend or relative.

F-Scale Continued

____11. What the youth needs most is strict discipline, rugged determination and the will to work and fight for family and country.

____12. An insult to our honor should always be punished.

____13. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse.

____14. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.

____15. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feeble-minded people.

____16. Homosexuals are hardly better than criminals and ought to be severely punished.

____17. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.

____18. Nowadays more and more people are prying into matters that should remain personal and private.

____19. Some people are born with an urge to jump from high places.

____20. People can be divided into two distinct classes: the weak and the strong.

____21. Some day it will probably be shown that astrology can can explain a lot of things.

____22. Wars and social trouble may someday be ended by an earthquake or flood that will destroy the whole world.

____23. No weakness or difficulty can hold us back if we have enough will power.

____24. Most people don't realize how much our lives are controlled by plots hatched in secret places.

____25. Human nature being what it is, there will always be war and conflict.

_____26. Familiarity breeds contempt.

_____27. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.

_____28. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people migh least expect it.

_____29. The true American way of life is disappearing so fast that force may be necessary to preserve it.

_____30. The trouble with letting everybody have a say in running the government is that so many people are just naturally stupid or full of wild ideas.

Teacher Evaluation

by

Peer/Supervisor

Name of Teacher Evaluated _____ School _____

Grade or Subject Taught _____

Please check the appropriate items about yourself

☐ Female ☐ Male

☐ Peer (Colleague) ☐ Administrator or Supervisor

As a part of the continuing evaluation of selected faculty of this School you are being asked to evaluate one of your fellow faculty members. Please answer the following items as candidly and consisely as possible. You may use the back of this page if additional space is needed.

1. What are your particular qualifications for evaluating this person?

2. Assuming this person is eligible, would you recommend promotion?
   Yes No Comment:

3. Assuming this person is eligible for tenure, would you recommend tenure?
   Yes No Comment:

4. Assuming this person is eligible for reappointment as a probationary faculty member, would you recommend reappointment?
   Yes No Comment:

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Teaching is the most important task of the school. In order to help the school to be informed regarding the quality of its teaching, you are requested to indicate your opinion of this instructor's performance in the four important dimensions of teaching described on the following pages. The highest rating is number 5; the lowest is number 1. Please encircle the number that represents your opinion of the instructor. Three of the five ratings for each dimension are described by words and phrases printed to the left of the numbers. The intermediate numbers may also be used for the expression of your opinions.

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
Subject Matter Competence	Thorough, broad, and accurate knowledge of theory and practice; very able to organize, interpret, explain and illustrate concepts and relationships.	5
		4
	Adequate understanding; most interpretations and explanations are clear.	3
		2
	Knowledge of subject is limited; does not give clear explanations and illustrations.	1
Relations with Students	Excellent rapport; feeling of good-will prevails; very interested in students; easily approached; students are challenged yet individuality is respected.	5
		4
	Adequate rapport; shows some interest in students; usually approachable; students are encouraged to participate; shows some sense of humor.	3
		2
	Seems unfriendly and unresponsive; impatient; sometimes antagonizes students; too busy to be helpful.	1

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
Appropriateness of Assignments and Academic Expectations	Assignments are challenging; he allows for differences of ability but expects superior achievement; stresses important topics and concepts and avoids giving time to trivial details; demands critical and analytical thought; tests seem valid.	5
		4
	Most assignments are clear, reasonable and related to class work; expects understanding not memorization; recognizes individual differences among students but generally seems to ignore them; tests are usually related to assignments and class work.	3
		2
	Assignments are unrealistic, often not clear, not related to class work; students do not know what the teacher expects; tests seem unrelated to assignments and class work.	1
Overall Classroom Effectiveness	Lessons are carefully planned and show definite purpose; words come easily; well-organized ideas and concepts are clearly related; enthusiastic and stimulating; raises thought provoking questions; discussions are lively; pleasing manner, free from annoying mannerisms.	5
		4
	Usually well prepared, purposes are usually clear; presentations are fairly well-organized; encourages student participation; objectionable mannerisms are not serious or numerous; asks some good questions.	3
		2

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
	Lessons not planned, purposes are lacking or vague; relationships of concepts are not explained; asks few questions; subject seems uninteresting to him; repeatedly exhibits annoying mannerisms.	1

You may wish to comment further on this instructor's teaching performance. If so, you may use the space below and the back of this page.

STUDENT EVALUATION OF TEACHING

D. J. VELDMAN and R. F. PECK

TEACHER'S LAST NAME: _____

SUBJECT: _____

SCHOOL: _____

CIRCLE THE RIGHT CHOICES BELOW

Teacher's Sex: M F

My Sex: M F

My Grade Level:

3 4 5 6 7 8 9 10 11 12

DO NOT USE

CIRCLE ONE OF THE FOUR CHOICES IN FRONT OF EACH STATEMENT.
THE FOUR CHOICES MEAN:

F = Very Much False
f = More False Than True
t = More True Than False
T = Very Much True

This Teacher:

F f t T	is always friendly toward students.
F f t T	knows a lot about the subject.
F f t T	is never dull or boring.
F f t T	expects a lot from students.
F f t T	asks for students' opinions before making decisions.
F f t T	is usually cheerful and optimistic.
F f t T	is not confused by unexpected questions.
F f t T	makes learning more like fun than work.
F f t T	doesn't let students get away with anything.
F f t T	often gives students a choice in assignments.

TEACHER PREPARATION EVALUATION INVENTORY

FORM A

The Office of Educational Research is interested in obtaining information concerning the preparation of Western graduates in teacher education. This information will enable us to introduce new ideas that will influence the revision and future development of the teacher preparation programs.

Group summary data only will be made public; your questionnaire will be kept confidential. This questionnaire will require approximately fifteen minutes of your time.

We appreciate your help in the study of teacher preparation and evaluation.

NAME: _____ LEVEL: SECONDARY ELEMENTARY
(Circle One)

1. Generally, how would you rate the required professional education courses as preparing you for the teaching profession?

( ) Very Good ( ) Good ( ) Fair ( ) Poor ( ) Very Poor

2. How would you rate the subject matter preparation you received in terms of preparing you for the teaching profession?

( ) Very Good ( ) Good ( ) Fair ( ) Poor ( ) Very Poor

3. How would you rate your teacher education program in helping you to recognize and solve problems encountered in the classroom?

( ) Very Good ( ) Good ( ) Fair ( ) Poor ( ) Very Poor

The next five items are methods by which you were taught in your professional education courses. Rate each one as to its effectiveness in preparing you for teaching.

	Very Good	Good	Fair	Poor	Very Poor
4. Texts and required reading	( )	( )	( )	( )	( )
5. Research papers and independent study	( )	( )	( )	( )	( )
6. Lectures	( )	( )	( )	( )	( )
7. Seminars	( )	( )	( )	( )	( )
8. Classroom observation	( )	( )	( )	( )	( )

Rate items 9-28 on each of the three dimensions shown. 1) How serious a problem is it for you in your teaching situation? 2) How would you evaluate the quality of your college preparation in this area? 3) How sufficient was the quality of your college preparation in this area?

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction				
	Severe	Substantial	Little	Not at all	Excellent	Good	Poor	Dismal	Far too much	Excessive	Sufficient	Too Little	None at all
9. Developing rapport with students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
10. Teaching gifted students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
11. Teaching below average students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
12. Teaching mentally handicapped students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
13. Teaching physically handicapped students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
14. Teaching disrespectful students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
15. Teaching students of different socio-economic levels	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
16. Maintaining discipline	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
17. Relevance of material from student's point of view	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction				
	Severe	Substantial	Little	Not at all	Excellent	Good	Poor	Dismal	Far too much	Excessive	Substantial	Too Little	None
18. Faculty relationships	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
19. Relationship with administrators	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
20. Relationship with parents	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
21. Test Preparation and Use	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
22. Techniques of evaluating student performance	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
23. Various teaching techniques	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
24. Motivating students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
25. Use of classroom materials	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
26. Use of audio-visual aids	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
27. Self-evaluation of teaching	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
28. Knowledge of outside resources	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

Rate the following college courses on each of the three dimensions shown. 1) How useful or relevant has the course been to your teaching? 2) What was the quality of instruction in the course? 3) How sufficient was the quality of instruction in the course? If you did not take the course, check the appropriate box and go on to the next course. If you took the course, but not at WKU, circle the course and complete the rating.

	Usefulness of Course					Quality of Instruction				Sufficiency of Instruction				
	Not taken	Of Great Value	Useful	Of Little Value	Useless	Excellent	Good	Poor	Dismal	Far Too Much	Excessive	Sufficient	Too Little	None
ELEMENTARY:														
29. Introduction to Elementary Education	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
30. Human Growth and Development	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
31. Materials and Methods in Social Studies	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
32. Teaching of Reading	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
33. Teaching of Math in Elementary Schools	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
34. Teaching of Science in Elementary Schools	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
35. Tests and Measurements in Education	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

	Usefulness of Course				Quality of Instruction				Sufficiency of Instruction				
	Not taken	Of Great Value	Useful	Of Little Value	Useless	Excellent	Good	Poor	Dismal	Far Too Much	Excessive	Sufficient	Too Little	None
36. Pre-Student Teaching Seminar	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
37. Audio-Visual Aids	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
38. Student Teaching	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

	Not Taken	Usefulness of Course: Of Great Value	Useful	Of Little Value	Useless	Quality of Instruction: Excellent	Good	Poor	Dismal	Sufficiency of Instruction: Far Too Much	Excessive	Sufficient	Too Little	None
SECONDARY:														
39. Introduction to Secondary Education	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
40. Human Growth and Development	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
41. Tests and Measurements	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
42. Methods and Materials	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
43. Audio-Visual Aids	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
44. Student Teaching	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

45. Are you a member of a professional organization such as the NEA?

( ) YES ( ) NO

46. If yes, rate participation in this organization as to its benefit in your teaching position.

( ) Very Good ( ) Good ( ) Fair ( ) Poor ( ) Very Poor

University.

	Very Good	Good	Fair	Poor	Very Poor
47. Counselor Services	( )	( )	( )	( )	( )
48. Admissions	( )	( )	( )	( )	( )
49. Placement	( )	( )	( )	( )	( )
50. Financial Aid	( )	( )	( )	( )	( )
51. Academic Advisement	( )	( )	( )	( )	( )
52. Records and Registration	( )	( )	( )	( )	( )
53. Student Activities	( )	( )	( )	( )	( )
54. Availability of Faculty	( )	( )	( )	( )	( )

Please comment briefly on each of the following questions.

55. To what degree did your courses at WKU shape your ideas about teaching?

56. Is teaching different from what your teacher education courses led you to expect?

57. Did your professional education courses motivate you to use creative ideas in your teaching?

58. How can Western Kentucky University improve its preparation of teachers? List ideas and explain. Use additional space on back of page if necessary.

59. If you have any other comments concerning your preparation at Western Kentucky University or any comments that would be of benefit in our evaluation of the program, please list. Use additional space on back of page if necessary.

Classroom Observation Record

Teacher Characteristics Study

Teacher_____ No.____ Sex____ Class or Subject_____ Date_____

City_____ School_____ Time_____ Observer_____

PUPIL BEHAVIOR **REMARKS:**

1.	Apathetic	1	2	3	4	5	6	7	N	Alert
2.	Obstructive	1	2	3	4	5	6	7	N	Responsible
3.	Uncertain	1	2	3	4	5	6	7	N	Confident
4.	Dependent	1	2	3	4	5	6	7	N	Initiating

TEACHER BEHAVIOR

5.	Partial	1	2	3	4	5	6	7	N	Fair
6.	Autocratic	1	2	3	4	5	6	7	N	Democratic
7.	Aloof	1	2	3	4	5	6	7	N	Responsive
8.	Restricted	1	2	3	4	5	6	7	N	Understanding
9.	Harsh	1	2	3	4	5	6	7	N	Kindly
10.	Dull	1	2	3	4	5	6	7	N	Stimulating
11.	Stereotyped	1	2	3	4	5	6	7	N	Original
12.	Apathetic	1	2	3	4	5	6	7	N	Alert
13.	Unimpressive	1	2	3	4	5	6	7	N	Attractive
14.	Evading	1	2	3	4	5	6	7	N	Responsible
15.	Erratic	1	2	3	4	5	6	7	N	Steady
16.	Excitable	1	2	3	4	5	6	7	N	Poised
17.	Uncertain	1	2	3	4	5	6	7	N	Confident
18.	Disorganized	1	2	3	4	5	6	7	N	Systematic
19.	Inflexible	1	2	3	4	5	6	7	N	Adaptable
20.	Pessimistic	1	2	3	4	5	6	7	N	Optimistic
21.	Immature	1	2	3	4	5	6	7	N	Integrated
22.	Narrow	1	2	3	4	5	6	7	N	Broad

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FIGURE 1

Generalized Descriptions of Critical Behaviors of Teachers

Effective Behaviors	Ineffective Behaviors
1. Alert, appears enthusiastic.	1. Is apathetic, dull, appears bored.
2. Appears interested in pupils and classroom activities.	2. Appears uninterested in pupils and classroom activities.
3. Cheerful, optimistic.	3. Is depressed, pessimistic; appears unhappy.
4. Self-controlled, not easily upset.	4. Looses temper, is easily upset.
5. Likes fun, has a sense of humor.	5. Is overly serious, too occupied for humor.
6. Recognizes and admits own mistakes.	6. Is unaware of, or fails to admit, own mistakes.
7. Is fair, impartial, and objective in treatment of pupils.	7. Is unfair or partial in dealing with pupils.
8. Is patient.	8. Is impatient.
9. Shows understanding and sympathy in working with pupils.	9. Is short with pupils, uses sarcastic remarks, or in other ways shows lack of sympathy with pupils.
10. Is friendly and courteous in relations with pupils.	10. Is aloof, and removed in relations with pupils.
11. Helps pupils with personal as well as educational problems.	11. Seems unaware of pupils' personal needs and problems.
12. Commends effort and gives praise for work well done.	12. Does not commend pupils, is disapproving, hypercritical.
13. Accepts pupils' efforts as sincere.	13. Is suspicious of pupil motives.
14. Anticipates reactions of others in social situations.	14. Does not anticipate reactions of others in social situations.
15. Encourages pupils to try to do their best.	15. Makes no effort to encourage pupils to try to do their best.
16. Classroom procedure is planned and well organized.	16. Procedure is without plan, disorganized.
17. Classroom procedure is flexible within over-all plan.	17. Shows extreme rigidity of procedure, inability to depart from plan.
18. Anticipates individual needs.	18. Fails to provide for individual differences and needs of pupils.
19. Stimulates pupils through interesting and original materials and techniques.	19. Uninteresting materials and teaching techniques used.
20. Conducts clear practical demonstrations and explanations.	20. Demonstrations and explanations are not clear and are poorly conducted.
21. Is clear and thorough in giving directions.	21. Directions are incomplete, vague.

Figure 1 (Continued)

22. Encourages pupils to work through their own problems and evaluate their accomplishments.	22. Fails to give pupils opportunity to work out own problems or evaluate their own work.
23. Disciplines in quiet, dignified, and positive manner.	23. Reprimands at length, ridicules, resorts to cruel or meaningless forms of correction.
24. Gives help willingly.	24. Fails to give help or gives it grudgingly.
25. Foresees and attempts to resolve potential difficulties.	25. Is unable to foresee and resolve potential difficulties.

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Figure 2 (Continued)

GLOSSARY

(To be used with classroom observation record.)

Pupil Behaviors

1. Apathetic-Alert Pupil Behavior

Apathetic	Alert
1. Listless.	1. Appear anxious to recite and participate.
2. Bored-acting.	2. Watch teacher attentively.
3. Enter into activities half-heartedly.	3. Work concentratedly.
4. Restless.	4. Seem to respond eargerly.
5. Attention wanders.	5. Prompt and ready to take part in activities when they begin.
6. Slow in getting under way.	

2. Obstructive-Responsible Pupil Behavior

Obstructive	Responsible
1. Rude to one another and/or to teacher.	1. Courteous, co-operative, friendly with each other and with teacher.
2. Interrupting; demanding attention; disturbing.	2. Complete assignments without complaining or unhappiness.
3. Obstinate; sullen.	3. Controlled voices.
4. Refusal to participate.	4. Received help and criticism attentively.
5. Quarrelsome; irritable.	5. Asked for help when needed.
6. Engaged in name-calling and/or tattling.	6. Orderly without specific directions from teacher.
7. Unprepared	7. Prepared.

3. Uncertain-Confident Pupil Behavior

Uncertain	Confident
1. Seem afraid to try; unsure.	1. Seem anxious to try new problems or activities.
2. Hesitant; restrained.	2. Undisturbed by mistakes.
3. Appear embarrassed.	3. Volunteer to recite.
4. Frequent display of nervous habits, nail-biting, etc.	4. Enter freely into activities.
5. Appear shy and timid.	5. Appear relaxed.
6. Hesitant and/or stammering speech.	6. Speak with assurance.

4. Dependent-Initiating Pupil Behavior

Dependent	Initiating
1. Rely on teacher for explicit directions.	1. Volunteer ideas and suggestions.
2. Show little ability to work things out for selves.	2. Showed resourcefulness.
3. Unable to proceed when initiative called for.	3. Take lead willingly.
4. Appear reluctant to take lead or to accept responsibility.	4. Assume responsibilities without evasion.

Figure 2 (Continued)

Teacher Behaviors

5. Partial-Fair Teacher Behavior

Partial

1. Repeatedly slighted a pupil.
2. Corrected or criticized certain pupils repeatedly.
3. Repeatedly gave a pupil special advantages.
4. Gave most attention to one or a few pupils.
5. Showed prejudice (favorable or unfavorable) towards some social, racial, or religious groups.
6. Expressed suspicion of motives of a pupil.

Fair

1. Treated all pupils approximately equally.
2. In case of controversy pupil allowed to explain [redacted] side.
3. Distributed attention to many pupils.
4. Rotated leadership impartially.
5. Based criticism or praise on factual evidence, not hearsay.

6. Autocratic-Democratic Teacher Behavior

Autocratic

1. Tells pupils each step to take.
2. Intolerant of pupils' ideas.
3. Mandatory in giving directions; orders to be obeyed at once.
4. Interrupted pupils although their discussion was relevant.
5. Always directed rather than participated.

Democratic

1. Guided pupils without being mandatory.
2. Exchanged ideas with pupils.
3. Encouraged (asked for) pupil opinion.
4. Encouraged pupils to make own decisions.
5. Entered into activities without domination.

7. Aloof-Responsive Teacher Behavior

Aloof

1. Stiff and formal in relations with pupils.
2. Apart; removed from class activity.
3. Condescending to pupils.
4. Routine and subject matter only concern; pupils as persons ignored.
5. Referred to pupil as "this child" or "that child."

Responsive

1. Approachable to all pupils.
2. Participates in class activity.
3. Responded to reasonable requests and/or questions.
4. Speaks to pupils as equals.
5. Commends effort.
6. Gives encouragement.
7. Recognized individual differences.

8. Restricted-Understanding Teacher Behavior

Restricted

1. Recognized only academic accomplishments of pupils; no concern for personal problems.
2. Completely unsympathetic with a pupil's failure at a task.
3. Called attention only to very good or very poor work.
4. Was impatient with a pupil.

Understanding

1. Showed awareness of a pupil's personal emotional problems and needs.
2. Was tolerant of error on part of pupil.
3. Patient with a pupil beyond ordinary limits of patience.
4. Showed what appeared to be sincere sympathy with a pupils' viewpoint.

Figure 2 (Continued)

9. Harsh-Kindly Teacher Behavior

Harsh	Kindly
1. Hypercritical; fault-finding.	1. Goes out of way to be pleasant and/or to help pupils; friendly.
2. Cross; curt.	2. Give a pupil a deserved compliment.
3. Depreciated pupil's efforts; was sarcastic.	3. Found good things in pupils to call attention to.
4. Scolds a great deal.	4. Seemed to show sincere concern for a pupil's personal problem.
5. Lost temper.	5. Showed affection without being demonstrative.
6. Used threats.	6. Disengaged self from a pupil without bluntness.
7. Permitted pupils to laugh at mistakes of others.	

10. Dull-Stimulating Teacher Behavior

Dull	Stimulating
1. Uninteresting, monotonous explanations.	1. Highly interesting presentation; gets and holds attention without being flashy.
2. Assignments provide little or no motivation.	2. Clever and witty, though not smart-alecky or wise-cracking.
3. Fails to provide challenge.	3. Enthusiastic; animated.
4. Lack of animation.	4. Assignments challenging.
5. Failed to capitalize on pupil interests.	5. Took advantage of pupil interests.
6. Pedantic, boring.	6. Brought lesson successfully to a climax.
7. Lacks enthusiasm; bored acting.	7. Seemed to provoke thinking.

11. Stereotyped-Original Teacher Behavior

Stereotyped	Original
1. Used routine procedures without variation.	1. Used what seemed to be original and relatively unique devices to aid instruction.
2. Would not depart from procedure to take advantage of a relevant question or situation.	2. Tried new materials or methods.
3. Presentation seemed unimaginative.	3. Seemed imaginative and able to develop presentation around a question or situation.
4. Not resourceful in answering questions or providing explanations.	4. Resourceful in answering question; had many pertinent illustrations available.

12. Apathetic-Alert Teacher Behavior

Apathetic	Alert
1. Seemed listless; languid; lacked enthusiasm.	1. Appeared buoyant; wide-awake; enthusiastic about activity of the moment.
2. Seemed bored by pupils.	2. Kept constructively busy.
3. Passive in response to pupils.	3. Gave attention to, and seemed interested in, what was going on in class.
4. Seemed preoccupied.	4. Prompt to "pick up" class when pupils' attention showed signs of lagging.
5. Attention seemed to wander.	
6. Sat in chair most of time; took no active part in class activities.	

Figure 2 (Continued)

3. Unimpressive-Attractive Teacher Behavior

Unimpressive	Attractive
1. Untidy or sloppily dressed.	1. Clean and neat.
2. Inappropriately dressed.	2. Well-groomed; dress showed good taste.
3. Drab, colorless.	3. Posture and bearing attractive.
4. Posture and bearing unattractive.	4. Free from distracting personal habits.
5. Possessed distracting personal habits.	5. Plainly audible speech; good expression; agreeable voice tone; good inflection.
6. Mumbled; inaudible speech; limited expression; disagreeable voice tone; poor inflection.	

4. Evading-Responsible Teacher Behavior

Evading	Responsible
1. Avoided responsibility; disinclined to make decisions.	1. Assumed responsibility; makes decisions as required.
2. "Passed the buck" to class, to other teachers, etc.	2. Conscientious.
3. Left learning to pupil, failing to give adequate help.	3. Punctual.
4. Let a difficult situation get out of control.	4. Painstaking; careful.
5. Assignments and directions indefinite.	5. Suggested aids to learning.
6. No insistance on either individual or group standards.	6. Controlled a difficult situation.
7. Inattentive with pupils.	7. Gave definite directions.
8. Cursory.	8. Called attention to standards of quality.
	9. Attentive to class.
	10. Thorough.

5. Erratic-Steady Teacher Behavior

Erratic	Steady
1. Impulsive; uncontrolled; temperamental; unsteady.	1. Calm; controlled.
2. Course of action easily swayed by circumstances of the moment.	2. Maintained progress toward objective.
3. Inconsistent.	3. Stable, consistent, predictable.

6. Excitable-Poised Teacher Behavior

Excitable	Poised
1. Easily disturbed and upset; flustered by classroom situation.	1. Seemed at ease at all times.
2. Hurried in class activities; spoke rapidly using many words and gestures.	2. Unruffled by situation that developed in classroom; dignified without being stiff or formal.
3. Was "jumpy"; nervous.	3. Unhurried in class activities; spoke quietly and slowly.
	4. Successfully diverted attention from a stress situation in classroom.

7. Uncertain-Confident Teacher Behavior

Uncertain	Confident
1. Seemed unsure of self; faltering, hesitant.	1. Seemed sure of self; self-confident in relations with pupils.
2. Appeared timid and shy.	2. Undisturbed and unembarrassed by mistakes and/or criticism.
3. Appeared artificial.	
4. Disturbed and embarrassed by mistakes and/or criticism.	

Figure 2 (Continued)

18. Disorganized-Systematic Teacher Behavior

Disorganized

1. No plan for class work.
2. Unprepared.
3. Objectives not apparent; undecided as to next step.
4. Wasted time.
5. Explanations not to the point.
6. Easily distracted from matter at hand.

Systematic

1. Evidence of a planned though flexible procedure.
2. Well prepared.
3. Careful in planning with pupils.
4. Systematic about procedure of class.
5. Had anticipated needs.
6. Provided reasonable explanations.
7. Held discussion together; objectives apparent.

19. Inflexible-Adaptable Teacher Behavior

Inflexible

1. Rigid in conforming to routine.
2. Made no attempt to adapt materials to individual pupils.
3. Appeared incapable of modifying explanation or activities to meet particular classroom situations.
4. Impatient with interruptions and digressions.

Adaptable

1. Flexible in adapting explanations.
2. Individualized materials for pupils as required; adapted activities to pupils.
3. Took advantage of pupils' questions to further clarify ideas.
4. Met an unusual classroom situation competently.

20. Pessimistic-Optimistic Teacher Behavior

Pessimistic

1. Depressed; unhappy.
2. Skeptical.
3. Called attention to potential "bad."
4. Expressed hopelessness of "education today," the school system, or fellow educators.
5. Noted mistakes; ignored good points.
6. Frowned a great deal; had unpleasant facial expression.

Optimistic

1. Cheerful; good-natured.
2. Genial.
3. Joked with pupils on occasion.
4. Emphasized potential "good."
5. Looked on bright side; spoke optimistically of the future.
6. Called attention to good points; emphasized the positive.

21. Immature-Integrated Teacher Behavior

Immature

1. Appeared naive in approach to classroom situations.
2. Self-pitying; complaining; demanding.
3. Boastful; conceited.

Integrated

1. Maintained class as center of activity; kept self out of spotlight; referred to class's activities, not own.
2. Emotionally well controlled.

22. Narrow-Broad Teacher Behavior

Narrow

1. Presentation strongly suggested limited background in subject or material; lack of scholarship.
2. Did not depart from text.
3. Failed to enrich discussions with illustrations from related areas.
4. Showed little evidence of breadth of cultural background in such areas as science, arts, literature, and history.
5. Answers to pupils' questions incomplete or inaccurate.
6. Noncritical approach to subject.

Broad

1. Presentation suggested good background in subject; good scholarship suggested.
2. Drew examples and explanations from various sources and related fields.
3. Showed evidence of broad cultural background in science, art, literature, history, etc.
4. Gave satisfying, complete, and accurate answers to questions.
5. Was constructively critical in approach to subject matter.

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INTERACTION ANALYSIS

Category Number		Description of Verbal Behavior
1		ACCEPTS FEELING: accepts and clarifies the feeling and tone of students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are also included.
2		PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension not at the expense of another individual, nodding head or saying "uh-huh" or "go on" are included.
3		ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building on, developing and accepting ideas of students.
4		ASKS QUESTIONS: asking a question about content or procedure with the intent that the student should answer.
5		ANSWERS STUDENT QUESTIONS: direct answers to questions regarding content or procedure asked by students.
6		LECTURES: giving facts or opinions about content or procedures; expressing his own ideas; asking rehetorical questions.
7		CORRECTIVE FEEDBACK: telling a student that his answer is wrong when the incorrectness of the answer can be established by other than opinion, i.e., empirical validation, definition or custom.
8		GIVES DIRECTIONS: directions, commands or orders to which a student is expected to comply.
9		CRITICIZES OR JUSTIFIES AUTHORITY: statements intended to change student behavior from a non-

Summary of the 14 Categories in the Observational System for the Analysis of Classroom Instruction.

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		acceptable to an acceptable pattern; bawling out someone; stating why the teacher is doing what he is doing so as to achieve or maintain control; rejecting or criticizing a student's opinion or judgment.
10	STUDENT TALK	STUDENT TALK: talk by students in response to requests or narrow teacher questions. The teacher initiates the contact or solicits student's statement.
11	STUDENT TALK	STUDENT QUESTIONS: questions concerning content or procedure that are directed to the teacher.
12	NON FUNCTIONAL	DIRECTED PRACTICE OR ACTIVITY: non-verbal behavior requested or suggested by the teacher. This category is also used to separate student to student response.
13	NON FUNCTIONAL	DEMONSTRATION: silence during periods when visual materials are being shown or when non-verbal demonstration is being conducted by the teacher
14	NON FUNCTIONAL	SILENCE OR CONFUSION: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.